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the other." The "Varia" with which the memoirs conclude are none the less entertaining because of their heterogeneousness, and show the same keenness of perception as in educational matters. Americans, too, will appreciate the following estimate of the present commissioner of education : "Mr. Harris I take to be one of the best specimens of our American cousins I have met with. It is astonishing to find a man with energy that suffices for so many pursuits. He is great in Hegelian philosophy, which affects all his thoughts, and he is editor of a journal of philosophy. Then comes his wonderful activity in the school-world. He is now going to make a study of the educational system of England." In brief, these records exhibit to us a man of broad sympathies and independent thought, without pedantry or conventionalism, and, above all, an earnest seeker after truth, "the wooing and possession of which form the sovereign good of human nature."

ARTHUR E. BERNAYS
Oxford University

CHICAGO
July 1899

Introduction to the Study of History. By CH. V. LANGLOIS AND CH. SEIGNOBOS. Translated by G. G. BERRY. With a Preface by F. YORK POWELL. New York, 1898, 350 pp.

THIS is a book of great importance to all students and teachers of history. Its value, however, consists not in any discussion of the teaching of history, for this is but briefly touched upon; nor yet in any additions to the methodology of history, for it contains little that is new to anyone who knows his Bernheim; but in the fact that it summarizes, in terse and telling phrase, the existing theory and practice of historical investigation and composition. For this reason even master workmen of the guild of historians may find it useful, while for apprentices it is indispensable. Moreover, nothing would so quickly or surely raise the status of history in secondary schools as a thorough familiarity on the part of the teachers with the principles of historical criticism and interpretation. The need of the hour in high schools is not for more pedagogy, but more scholarship, of the sort that will vitalize the dry skeleton of the subject. This book, therefore, must take its place among the few which every progressive teacher will read, reread, and annotate. In Bacon's phrase, this is one of the books to be chewed and digested.

The division by topics is as follows :

Book I, Preliminary Studies : (1) The Search for Documents, (2) Auxiliary Sciences.

Book II, Analytical Operations : (1) External and (2) Internal Criticism.

Book III, Synthetic Operations : (1) General Conditions of Historical Construction, (2) Grouping of Facts, (3) Constructive Reasoning, (4) General Formulæ, (5) Exposition.

Appendix : History Teaching in France.

In contrast to the general excellence of the work, several curious limitations may be noted. In the first place, the attitude of the authors toward their predecessors is never generous, sometimes not even just. Freeman is condemned mainly, it would appear, on the authority of a flippant review. Droysen's *Grundriss* is dismissed as "heavy, confused, and pedantic beyond all imagination." And even Bernheim, who furnishes most of the ideas and terms for the present work, often receives less than simple justice. Again, history is conceived and treated exclusively in the subjective sense, as a record of past events, never in the objective sense, as a series of events with a causal nexus ; consequently only those sciences are classed as auxiliary which aid in the interpretation of documents, while others, such as geography, which are indispensable for the interpretation of objective history, are roundly declared to be of no use whatever to the historian. And, finally, notwithstanding the authors' severity toward the ignorance of foreign tongues, still common among French scholars, their own command of foreign literature is not all that might be desired. Of Spanish and Italian they make little, if any, use. Their knowledge of historical work, and even historical literature, in English-speaking lands is, as Professor Powell remarks, meager in the extreme. And the German works seem to be frequently quoted at second hand ; for example, Boeckh's *Encyclopädie und Methodologie der philologischen Wissenschaften*. Among the other foreign works which are barely mentioned is Altamira's *La Enseñanza de la Historia*, while the following are not even named : Trojano, *La Storia come Scienza Sociale* ; Barth, *Die Philosophie der Geschichte* ; Hall, *Methods of Teaching and Studying History* ; and even Hinsdale, *How to Study and Teach History*.

It is fortunate, however, that these defects, while marring somewhat the symmetry of the work, do not seriously impair its usefulness, especially for American students. With Freeman, Andrew's Droysen,

and Hinsdale at hand they can fill in for themselves the chief lacunæ.

EDWARD VAN DYKE ROBINSON

ROCK ISLAND HIGH SCHOOL

A Junior Latin Book. By JOHN C. ROLFE, Ph.D., and Walter Dennison, Ph.D., of the University of Michigan. Allyn & Bacon.

THE general appearance of this book is quite prepossessing, and it is by no means faint praise to say that in typographical features it is no discredit to the series in which it belongs.

The text consists of three pages of Aesopian Fables, twenty-two pages of Roman History, twenty-two pages of Viri Romae, thirty-nine pages from Nepos, and two books of Caesar's Gallic War. The Fables and Roman History are from Jacobs and Döring's *Lateinisches Elementarbuch*, the selections from Viri Romae and Nepos are from Rolfe's editions, and the text of the Caesar is taken from Kelsey's edition of the Gallic War. The selections from Viri Romae are Julius Caesar, Cicero, and Augustus; those from Nepos are Miltiades, Themistocles, Pausanias, Epaminondas, Hamilcar, Hannibal, and Cato.

There are twenty-six pages of introductory matter, devoted in part to explanatory remarks about the Fables, Roman History, and Viri Romae, but principally to the two subjects, the Life and Works of Nepos and the Roman Art of War. No mention is made of Caesar in the introduction, since a sketch of his career appears in the text. There is an abundance of maps and there are also plans of military movements and fortifications.

The long vowels are all marked, a difficult task that appears to have been done with great care. There are very few of the inevitable misprints to be found in any first edition, and the few that occur are so apparent that they can lead no one astray. In fact, in the entire book there is only one indication of carelessness, and that is in the division of words into syllables. Too much can hardly be said against the ordinary rules of Latin syllabification, but it is certainly not too much to expect consistency in some system. Yet we find *oppug-narent* (p. 99, l. 1) and *oppu-gnarunt* (p. 101, l. 17); *epis-tulam* (p. 87, l. 21) and *epi-stulam* (p. 91, l. 14); *fru-straberis* (p. 104, l. 1), and *magistrorum* (p. 61, l. 16); *ho-stem* (p. 103, l. 8) and *obtes-tata* (p. 35, l. 7). These instances are sufficient for illustration.